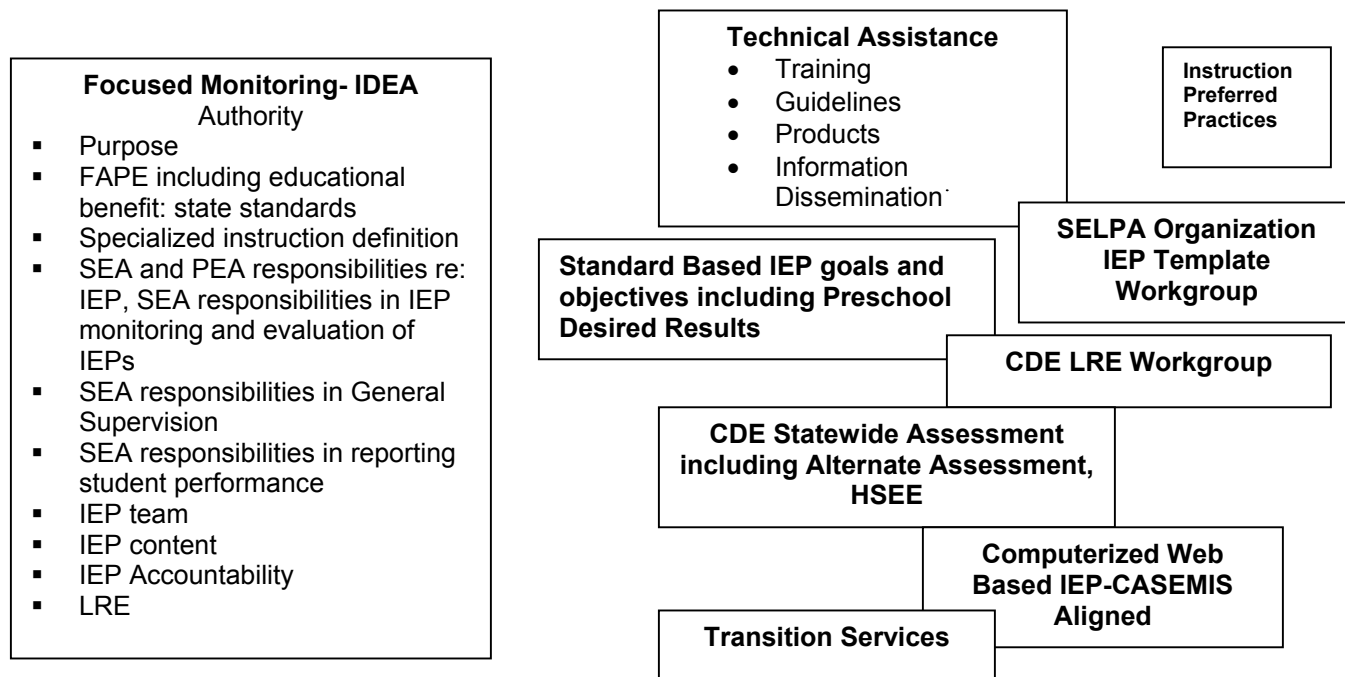


## A Conceptual Model of CDE-SED IEP Task Force



### Student Level IEP Questions

- Does the IEP for the child include all the procedural requirements for developing an IEP for the child, including the necessary elements for the IEP itself?
- Are the annual goals, benchmarks and short-term objectives set forth in the IEP reasonable (realistic, obtainable, measurable)?
- Is the IEP reasonably calculated for educational benefit?
- Is the specially designed instruction (including adapting, as appropriate the content, methodology or delivery of instruction to:
  - address the unique needs of the child that result from the child's disability;
  - ensure access of the child to the general curriculum so that he or she can meet the educational standards of the school district that apply to all children?
- Are supplementary aids and services and other support provided in regular education classes or other education-related settings to enable the child to be educated with nondisabled children to the maximum extent appropriate?
- Are transition services provided for students age 14 (or younger) to meet his/her needs in coursework? At age 16 (or younger), are transition services designed within an outcome-oriented process that promotes movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation?

### Systems Level IEP Questions

- What evidence exists that compliance with process results in improved practice or behaviors on the part of schools?
- What evidence exists that compliance with process results in improved student learning and outcomes?
- Are districts aligning high stakes assessment accountability with traditional special educational accountability requirements?
- In what does the IEP support or contribute to special education accountability?
- Under what conditions could the IEP be an accountability tool?
- In what ways to do we want IEPs to change? Based on what data?
- Are there competing standards, curriculum requirements, assessments, pedagogy, coursework, assessments, locally between SEA and LEA, and within an LEA for disabled and nondisabled students? How does this affect the IEP development, implementation and accountability to demonstrate positive student results?
- As an SEA (LEA) what efforts will we make through the IEP Initiative to ensure monitoring, evaluating and general supervision of specialized instruction that leads to improved student outcomes in alignment with general education?